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ABSTRACT

This student book is part of a series of program materials for a school-based intervention process to help at-risk students stay in school. This book, a related instructor's guide, and a viodetape entitled "A Time of Choices" comprise the classroom component of this set of materials focusing on awareness and commitment. The purpose of the program is to help students succeed in school and beyond. Section A: "Potential" helps students learn about themselves and their chances for success. Topics include attitude, aspirations, achievements, activities, and autonomy. Each topic has these parts: a questionnaire, analysis of answers, discussion, and plan. Section B: "Experiences" helps students recognize how the skills and knowledge they acquire in school are used on the job. It contains four interviews with young working people who tell what they studied and learned in school and what they do on the job. The jobs are secretarial, electronics, office clerk, and auto mechanic. Each interview is followed by questions and discussion. Section C: "Success" involves watching a videotape that shows 10th-grade youth in various decision-making situations. Students then decide what decisions the characters should make. Worksheets are provided. (YLB)

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The Student's Choice

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THE STUDENT'S CHOICE

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INTRODUCTION

The Student's Choice program has three parts: **Potential, Experiences,** and **Success.** The purpose of the program is to help you succeed in school and beyond. But what is success? Success can mean a lot of things. It can mean getting good grades. It can mean earning lots of money. It can mean having many friends. But, in this program, success means "being the best you can be." As long as you work toward being the best you can be, you will realize the greatest potential, experiences, and success.

Section A of **The Student's Choice** is called **Potential.** It will help you learn about yourself and your chances for success. Do you ever wonder why some kids seem to "have it all together." They seem smart . . . happy . . . good at everything they do. Were they just born that way? Or are there other reasons why they do so well? Think about yourself and the successes you have had. What has helped you to succeed? What might be limiting your success? **Potential** will help you answer these questions. In **Potential,** you will complete a questionnaire. From this, you will LEARN SOME CLUES ABOUT YOURSELF. You will learn how you can improve your chances for success.

Experiences, Section B of **The Student's Choice,** will help you recognize how the skills and knowledge you learn in school are used on the job. You will read about interviews with four young working people. In the interviews, the workers tell what they studied and learned in school. They tell what they do on the job. By reading these interviews, you willl learn the importance of basic and vocational skills. And you will learn what you can do in school to increase the number and types of jobs you will be able to get.

Section C of **The Student's Choice** is called **Success.** Some people feel that they have no choices in life. In **Success,** you will learn that you determine your own life pattern by the choices you make. Making choices is something everyone does daily. But sometimes people don't realize that they are making choices. Did you know that even doing nothing is a choice? In **Success,** you will watch a videotaped soap opera entitled "A Time of Choices." This soap opera shows 10th-grade youth in various decision-making situations. As you watch the videotape, you will decide what decisions the characters should make by following certain steps in decisionnmaking. This activity will help you improve your own chances of making good decisions that will lead you to success.

SECTION A: POTENTIAL

PART 1: ATTITUDE

What are your chances for succeeding in school? Obviously, you cannot know the answer to this question for sure. However, there are clues that can give you some idea of what your chances are. The following questionnaire will give you a chance to search out some of those clues.

Questionnaire 1 contains 12 statements. Read each statement. Decide if you agree with the statement, disagree, or are unsure about how you feel.

Do not spend a lot of time thinking about your answers. Just be as honest as you can. This questionnaire is to help you learn more about yourself.

QUESTIONNAIRE 1

Directions: Read each statement below. Do you agree with the statement? If so, place a check (✓) in the **I Agree** column. If you disagree, place a check (✓) in the **I Disagree** column. If you are unsure, place a check (✓) in the **I Don't Know** column.

		I Agree	I Don't Know	I Disagree
1.	School is a good place for me to make friends.	( )	( )	( )
2.	Most of my teachers care about helping me understand school work.	( )	( )	( )
3.	There are several ways that I can fit into school life.	( )	( )	( )
4.	Teachers have the right to expect me to be well behaved.	( )	( )	( )
5.	Drinking and/or using drugs is a risky thing to do.	( )	( )	( )
6.	School is too important to miss.	( )	( )	( )
7.	Learning new subjects is interesting to me.	( )	( )	( )
8.	School helps prepare me for work.	( )	( )	( )
9.	Reading skills are important to my future.	( )	( )	( )
10.	Homemakers need to be able to read, write, and do math.	( )	( )	( )
11.	Moving from one school to another is easy.	( )	( )	( )
12.	My neighbors are interested in my school life.	( )	( )	( )

Now

Count the checks in each column.
Write the column totals on the **TOTAL** line.

TOTALS _____ | _____ | _____

PART 1: ATTITUDE

ANALYSIS

Look at your answers to questions in Part 1. They tell you the way you feel about many things. They tell about your *attitude*.

Attitude is important to success. This section will help you learn how well *your* attitude is helping you succeed.

Look at the total number of "I Agree" checks in Part 1. The higher the total, the closer you are to reaching your potential for success. For example, a total of 10 "I Agrees" means you are doing well. You have a good attitude. A low number of "I Agrees" means you need to look more closely at your attitude. If your total of "I Don't Knows" is high, you may be confused about how you feel.

What is attitude?

Attitude is the way you *think* or feel about something. It is not an *opinion*. It is not a *fact*. It is how you view something.

For example, I could say to you, "I think your brother likes you." You could say, "I think my brother hates me." Each thought is an attitude about your brother's feelings.

Which statement is true? Only your brother knows. However, your *attitude* affects how you act toward your brother.

For example:

If you think your brother likes you, you will probably be nice to your brother. Then, as he acts nice toward you, you may decide that he likes you. You will have the *opinion* that your brother likes you. If your brother tells you that he likes you, you will know it is a *fact*.

Where are you on the "attitude" ladder to success?

What are attitudes, opinions, and facts?

- *Attitudes* are points of view or thoughts about something.
- *Opinions* are judgments or decisions about something.
- *Facts* are proof of something.

It is important to recognize that attitude is the first step toward learning facts. Consider this thought as you look at your attitude about each of the statements.

DISCUSSION

Statement 1:

Think about the first statement on Questionnaire 1. It says, "School is a place for me to make good friends." What is your attitude? Do you agree with this statement? If you do, you will probably be friendly to other students. You will try to make friends. If you don't agree, you will probably be less friendly. You won't try very hard to make friends because you don't think you can do it. How you act will depend on your attitude.

Discuss this statement with your classmates and teachers. Use the following questions:

(Attitude)

1. Are friends important to you? Why?
2. Is it easy to make friends at school? Why? Why not?
3. What are some reasons you might try to make friends at school?
   a. How can friends make school more fun? Work more fun? Home more fun? (Brothers and sisters can be friends too.)
   b. How can friends help you in school? at work? at home?

4. What are some reasons you might not want to make friends at school?

(Opinion)

1. What will help you decide whether school is a good place to make friends?

2. How can you make friends in your classes? During lunch hour? In school groups, like the baseball team? in school clubs, like Spanish club?

3. Are you ever fearful about trying to make friends? Do you think other people have the same fears? How can you find out?

(Fact)

1. What tells you that a person is your friend?

2. How do you show others that you are their friend?

Statements 2-12:

Discuss each of the remaining statements in the same way you did Statement 1. Discuss these questions:

1. Why do you think about the statement as you do?

2. What are some reasons for *thinking* the statements are true? (For example, why should you think homemakers need to be able to read, write, and do math—Statement 8?)

3. What will help you *decide* whether the statement is true? What do you need to find out? Who can help you?

4. How can you *know* the statement is true? What facts do you need to learn?

Talk about these points with your classmates and teachers. Find out why they have certain attitudes. Learn

some ways they have developed good attitudes. Find out how having a good attitude has helped them.

PLAN

Look at all the statements you checked "I Don't Know." Can you change any of those checks to "I Agree" or "I Disagree?" If so, do that. Then, look at all the statements you checked "I Disagree." Can you change your attitude about any of them?

Try changing your attitude about just one point. Be positive and confident that you can succeed. Ask your teacher or another student to help you find ways to be more positive.

Consider these:

> Do you think a football player can complete a pass to the receiver if he doesn't think he can?
>
> Will you succeed in school if you don't think you can? Think the best if you want the best to happen.

PART 2: ASPIRATIONS

Questionnaire 2 contains 12 statements. Read each statement. Decide if you agree with the statement, disagree, or are unsure about how you feel.

Do not spend a lot of time thinking about your answers. Just be as honest as you can. This questionnaire is to help you learn more about yourself.

QUESTIONNAIRE 2

Directions: Read each statement below. Do you agree with the statement? If so, place a check (✓) in the **I Agree** column. If you disagree, place a check (✓) in the **I Disagree** column. If you are unsure, place a check (✓) in the **I Don't Know** column.

		I Agree	I Don't Know	I Disagree
1.	I want to learn how to get along better with other people.	( )	( )	( )
2.	I will need skills to get a job.	( )	( )	( )
3.	The type of job I can get will depend on what I know and what I can do.	( )	( )	( )
4.	Doing well in school is more important than working part-time.	( )	( )	( )
5.	The type of job I want will require study and work on my part.	( )	( )	( )
6.	I would pass up a job offer if it kept me from completing high school.	( )	( )	( )
7.	I need a high school diploma to succeed.	( )	( )	( )
8.	I want to work hard in school to get good grades.	( )	( )	( )
9.	I plan to take courses that will prepare me for work in the future.	( )	( )	( )
10.	I plan to have a better life than my parents.	( )	( )	( )
11.	My family is interested in my future.	( )	( )	( )
12.	I belive that being honest is the best way to be.	( )	( )	( )

Now

Count the checks in each column.
Write the column totals on the **TOTAL** line.

TOTALS _____ | _____ | _____

PART 2: ASPIRATIONS

ANALYSIS

Look at your answers to Part 2. They tell you about your hopes for success. These hopes are called *aspirations*.

Aspirations are important to success. This section will help you learn how well *your* aspirations are helping you succeed.

Look at the total number of "I Agree" checks in Part 2. The higher the total, the closer you are to reaching your potential for success. For example, a total of 10 "I Agrees" means you are doing well. A low number of "I Agrees" means you need to look more closely at your aspirations. If your total of "I Don't Knows" is high, you may be confused about your aspirations.

What is aspiration?

Aspiration means a strong desire to succeed. It means ambition—the desire to reach a goal. What are your goals? What do you want to become? You probably don't know what kind of job you want. However, you do know some of your needs and wants. For example:

1. Do you want to be able to support yourself?

Before you answer, think about these questions:

a. If you don't want to support yourself, who do you think will support you?

b. How can you be sure anyone will support you other than yourself?

c. Even if someone wants to support you, how can you be sure that he or she will be able to do it?

Where are you on the "aspirations" ladder to success?

2. Do you want to live in a nice home? in a nice neighborhood?

3. Do you want to get an interesting job? a good-paying job?

4. Do you want to be able to do some things well?

5. Do you want to think well of yourself?

6. Do you want other people to respect you?

What are your aspirations? How much do you want to satisfy your needs and wants?

DISCUSSION

Statement 1:

Look at the first statement on Questionnaire 2. It says, "I want to learn how to get along better with other people." Do you agree with this statement? Is it an aspiration? Is it something you want?

Discuss your answer to this statement with your classmates. Discuss the questions that follow:

1. Why is it important to be able to get along with other people? How does getting along with others make your life easier? your work easier? school easier? How does it make you feel better? What need does it satisfy?

2. What steps can you take to get along better with other people? What can *you* do?

Statements 2-12:

Discuss each of the remaining statements in the same way you did Statement 1. Discuss these questions:

1. Why did you check the statement like you did?

2. What is important about each of the statements? What need does each statement satisfy?

3. How can agreeing with the statements help you succeed?

4. How can disagreeing with the statements keep you from succeeding?

5. What steps can you take to change situations that might limit your success?

   For example, what if your family is not interested in your future?

   Maybe you could talk to them more about your hopes. You could ask them to encourage you. You could ask a teacher, counselor, friend, or other relative to encourage you. Everyone needs encouragement to succeed.

Talk about these points with your classmates and teacher. Find out why they have certain aspirations. Learn how they have overcome situations in their lives that did not inspire them to succeed. Learn how their own desires to succeed have helped them.

PLAN

Look again at the statements on Questionnaire 2. Do you understand how each "I Agree" answer is a step to success? If so, know that understanding this is only a first step. Getting what you want takes effort and planning.

For example, look at Statement 10 in Part 2:

> "I plan to have a good life or a better life than my parents."

What does that statement mean to you? Does it mean that someday you want your own car? If so, owning a car is a need.

Need: A Car

You will need money to buy a car. Where will you get enough money? What other expenses do you have? Food? Shelter? Clothing? Fun?

What expenses will you have when you leave school? Telephone bills? Heating bills?

You can see that satisfying needs is not easy. It takes work . . . in school, at home, and on the job. You will need to have a goal and a plan for satisfying your needs. That is why aspirations (desires to succeed) are important. They lead you to work hard to get what you want.

For example, what skills will you need to get a job that pays you well enough to get a car?

Will a high school diploma help you get such a job? Will a vocational course help you get some job skills? Could your counselor help you decide the kind of jobs you might like? Find out!

Knowing your needs will help you set goals and plans. This is how your goals and plans for getting a car might look:

NEED: A car

GOAL: Get a good paying job

PLAN: Talk with a school counselor about careers and school courses.
Enroll in courses that might help you make a career choice in the future.
Study hard in school.
Learn some job skills.
Get a high school diploma.

Another person's goals and plans might look like this.

NEED: A car

GOAL: Hope I can make enough money to get a car.

PLAN: Drop out of school. Hope I can get any job—maybe at McDonalds for minimum wage.

How do you know if your goals and plans are realistic? One way is to test your plan.

Find out if the way you hope to meet your goals will work. Ask your parents for their advice. Ask other adults you know for advice. Be sure to ask people who already have what you want. Also ask other teens and young people in their 20s who are trying to get what you want. Learn about their experiences. Find out what has worked and what has not.

Is it possible to get a good-paying job without a high school diploma? Without any job skills?

Find out the facts of life. Find out what is happening to other people. Don't wear blinders when thinking about your future.

PART 3: ACHIEVEMENTS

Questionnaire 3 contains 12 statements. Read each statement. Decide if you agree with the statement, disagree, or are unsure about how you feel.

Do not spend a lot of time thinking about your answers. Just be as honest as you can. This questionnaire is to help you learn more about yourself.

QUESTIONNAIRE 3

Directions: Read each statement below. Do you agree with the statement? If so, place a check (✓) in the **I Agree** column. If you disagree, place a check (✓) in the **I Disagree** column. If you are unsure, place a check (✓) in the **I Don't Know** column.

		I Agree	I Don't Know	I Disagree
1.	I am well organized.	( )	( )	( )
2.	I offer good ideas in class.	( )	( )	( )
3.	My classmates like me.	( )	( )	( )
4.	I am rarely absent from school.	( )	( )	( )
5.	I choose friends who do not use alcohol or other drugs.	( )	( )	( )
6.	I have never been involved with the law.	( )	( )	( )
7.	I have never been held back a grade.	( )	( )	( )
8.	My test scores are average.	( )	( )	( )
9.	I am in good health.	( )	( )	( )
10.	I get along with my parents.	( )	( )	( )
11.	I am worthy of my parents' pride.	( )	( )	( )
12.	I can discuss my problems with my family.	( )	( )	( )

Now

Count the checks in each column.
Write the column totals on the **TOTAL** line.

TOTALS _____ | _____ | _____

PART 3: ACHIEVEMENTS

ANALYSIS

Look at your answers to Part 3. They tell you about your achievements. They tell you about the things you have done well.

Achievements are an important part of success. This section will help you learn how well your achievements are helping you succeed.

Look at the total number of "I Agree" checks in Part 3. The higher the total, the closer you are to reaching your potential for success. For example, a total of 10 "I Agrees" means you are doing well. Your achievements are leading you to success. A low number of "I Agrees" means you need to look more closely at your achievements. If your total of "I Don't Knows" is high, you may be confused about what you have and have not achieved.

What is achievement?

Achievement is accomplishing something. It is being the best you can be.

Getting an A in math is an achievement for some students. Getting a C is an achievement for others. Every time you do the best you can, you are achieving something.

For example, being honest is an achievement. Have you ever thought of honesty that way? Well, you should! It is not easy to be honest all of the time. Each time you are honest you are adding to your list of achievements in honesty.

Most achievements are small. They are accomplished 1 day at a time. However, they add up. The more achievements you have, the higher you are on the ladder to success.

Where are you on the "achievement" ladder to success?

DISCUSSION

Look again at each statement in Questionnaire 3. Find the ones you checked "I Disagree." Think about how your behavior affects your success.

For example, are you rarely absent from school? Have you achieved a good attendance record? How can you expect to do well in school if you don't attend classes?

As you look at each "I Disagree" item, be positive. Know that you can change your behavior. However, it will take work! For example, have you ever been held back a grade? Being held back isn't a curse. It just means that you have another chance to do well in that grade. You have another chance to get help if you need it. For example, you might need help in learning how to study. Or, you might need a tutor to help you learn more easily.

Talk with your teacher about the kind of help you need.

Do you need help in getting along with others? If so, talk about your feelings and fears with your teacher or counselor. Nothing you say will be new to them. They are human, too. All people need help in some area or another. Let other people help you. Think about how good helping you will make them feel. And remember that you have a lot of good traits too. You can help others to develop the good traits you have.

People are on this earth to help each other become the best they can be. Let others help you so you can help others.

Discuss each statement in Questionnaire 3 with your classmates and teacher. The discussions will help you know yourself better. They will also help you and your classmates know each other better. Use questions like the following.

Questions:

1. What achievement is reflected in each statement?

2. Why is the achievement important to a person's success?

3. How have you and other students achieved or failed to achieve in each area?

4. What prevents you from achieving?

5. What help do you need to have more achievements?

6. How can students help each other?

7. How can teachers, counselors, parents, and other friends be of help?

Talk about these points with your classmates and teacher. How have they learned to be more successful in their efforts to achieve? What people have helped them? What steps have they taken to do better?

PLAN

Now is the time to make plans for how you can have more achievements. Here is one way to make your plans:

1. List three behaviors you *need* to change to reach your potential for success. You may not *want* to change these behaviors. However, you must face the fact that you need to *try* to change them. Once you know the steps to changing, it may be easier for you to begin.

   A sample list might read as follows:

   Things to do:
   (a) Do better in math.
   (b) Get along with my parents.
   (c) Avoid friends who use drugs.

2. List the names of teachers or counselors you could talk to about these needs.

3. List the names of other people you could talk to about your needs. For example:
   (a) An older brother or sister
   (b) Another relative
   (c) A friend who has a similar need
   (d) A priest, minister, or rabbi

4. List the names of students who could help you.

5. Talk with the people you listed. Get suggestions for what you can do to improve your behavior.

6. Make a plan for changing your behavior. Include the steps you will take to get help. Keep in mind the advice you get from the people you talked with. Remember that planning makes it easier to reach success.

   Here is the plan one student followed to be "well organized" (Statement 1) for the next day of school.

MY PLAN OF "THINGS TO DO"

1. Ask someone in my class to help me with our math assignment.
2. Get help from my math teacher after school if necessary.
3. Do all of my homework tonight.
4. Plan what I will wear to school tomorrow.
5. Wash what I want to wear if it is not clean.
6. Lay my clothes on the chair in my bedroom before I go to bed.
7. Make my lunch before I go to bed.
8. Decide how much time I need to get ready for school.
9. Set my alarm so I have time to get ready.

10. Get up as soon as the alarm rings and don't crawl back in bed.

11. Get ready for school.

12. Eat breakfast.

13. Get my books and lunch.

14. Leave for school.

You can see that everything you do takes some type of planning. Some plans are easier to follow than others. However plans help. They keep us interested in doing what we must do. They help us know that we have achieved.

Put a check mark next to each step of your plan every time you follow it. The checks will give you signs that you are succeeding. Remember that achievements happen a day at a time. The more you have, the closer you are to reaching your potential for successs.

PART 4: ACTIVITIES

Questionnaire 4 contains 12 statements. Read each statement. Decide if you agree with the statement, disagree, or are unsure about how you feel.

Do not spend a lot of time thinking about your answers. Just be as honest as you can. This questionnaire is to help you learn more about yourself.

QUESTIONNAIRE 4

Directions: Read each statement below. Do you agree with the statement? If so, place a check (✓) in the **I Agree** column. If you disagree, place a check (✓) in the **I Disagree** column. If you are unsure, place a check (✓) in the **I Don't Know** column.

		I Agree	I Don't Know	I Disagree
1.	I belong to school clubs like drama club.	( )	( )	( )
2.	Peer pressure rarely leads me to do anything wrong.	( )	( )	( )
3.	I enjoy talking with teachers and counselors.	( )	( )	( )
4.	I cooperate with others in a group.	( )	( )	( )
5.	My friends are not sexually active.	( )	( )	( )
6.	None of my family or friends quit school to get married or have children.	( )	( )	( )
7.	I do my homework most of the time.	( )	( )	( )
8.	I always study for tests.	( )	( )	( )
9.	I pay attention in the classroom.	( )	( )	( )
10.	My family has lived in the same neighborhood since I was in the fifth grade.	( )	( )	( )
11.	My neighborhood is safe and free from crime.	( )	( )	( )
12.	My family sometimes needs me to babysit at home during the school day.	( )	( )	( )

Now

Count the cheks in each column.
Write the column totals on the **TOTAL** line.

TOTALS _____ | _____ | _____

PART 4: ACTIVITIES

ANALYSIS

What is happening in your life? What do you do? How do you act? What situations do you find yourself in?

The statements in Part 4 are about these questions. They are about the way you are leading your life. They are about the *activities* that affect your life. This section will help you learn how well the activities in *your* life are helping or limiting your ability to succeed.

Look at the total number of "I Agree" checks in Part 4. The higher the total, the closer you are to reaching your potential for success. For example, a total of 10 "I Agrees" means you are doing well. Your activities are helping you. A low number of "I Agrees" means you need to look more closely at your activities. If your total of "I Don't Knows" is high, you may be confused about your activities.

What are activities?

Activities are the things you do. They are also the actions other people take that affect your life. Some activities you have control over. Other activities are about situations that are beyond your control.

Look at the statements in Questionnaire 4. Place an "X" in front of the statements of activities you have control over. Write an "O" in front of statements of activities over which you have no control. For example:

X I always study for tests.
O My neighborhood is safe and free from crime.

Notice that the situations you have control over involve *your* actions only. They reflect the things *you* can decide to do or not do.

The situations that are beyond control involve the actions of *others*. These actions may affect your feelings, behavior, and peace of mind. However, you can decide about these situations too. You can decide how you will react to them. You can decide what you will do *in response* to the situation.

DISCUSSION

Read again the statements you placed an "X" in front of. Discuss these statements with your classmates and teacher. Find out how each of the activities can help you reach your potential for success.

Statement 1:

Look at the first statement in Questionnaire 4. It reads, "I belong to school clubs like drama club." Think about the benefit of this activity. What benefits do other students find in belonging to the band and such school clubs as the drama club?

Discuss ways in which such activities help you (1) learn new skills and (2) feel that you belong to a group—that you are part of the school.

Think of other activities that could do the same thing for you. A sense of belonging is important to the way you feel about school.

Statements 2, 3, 4, 7, 8, and 9:

These statements reflect other activities that you have control over. Discuss each of these statements in the same way you did Statement 1. Discuss these questions:

1. What are the benefits of each of the activities? What good can come from doing the activities?

2. What can you learn from doing each of the activities?

3. How will doing the activities make you feel?

Now read the statements you wrote an "O" before. Discuss these statements with your classmates and teachers. Find out how the activities of other people can and do affect your life.

Statement 5:

Look at Statement 5 in Part 4. It reads, "My friends are not sexually active." You can not control this activity for others. However, the activity does affect your thinking and, possibly, your behavior.

However, people who are sexually active take many risks—both physical and psychological. Do you know all the risks? Do your friends?

Think about the friends you have. Think about their values, behaviors, attitudes, and so forth. Think carefully about your own. Choose friends who will help you reach your goals for the kind of person you want to be.

Statements 6, 10, 11, and 12:

Discuss the remaining statements in the same way. Discuss these questions.

1. How do the statements you checked "I Agree" help you to succeed?

2. How can disagreeing with a statement make your road to success more difficult?

3. What situations are causing you problems in life?

Talk about these points with your classmates and teachers. Find out why they have chosen the actions they have. Find out how they have dealt with various situations in their lives.

PLAN

Look at the statements your checked "I Don't Know" or "I Disagree." Look at these statements with an "X" in front of them first.

Decide which activities could help you succeed. Decide which similar activities you might want to follow. Then, make a plan.

1. List two activities you will follow.

2. List one benefit for each activity. Write the benefit next to the activity.

Now, look at the "I Don't Know" and "I Disagree" statements you wrote an "O" in front of. What problems are these situations causing you? How are they limiting your success in school?

Decide what actions you can take to deal with these situations. Think of some ways to avoid the problems they can cause.

Don't make your decisions alone. Ask for help. Talk with your teacher and/or counselor. Find out the people who can help you. Find out how the school can help you. Take advantage of the help. It is there for you!

PART 5: AUTONOMY

Questionnaire 5 contains 12 statements. Read each statement. Decide if you agree with the statement, disagree, or are unsure about how you feel.

Do not spend a lot of time thinking about your answers. Just be as honest as you can. This questionnaire is to help you learn more about yourself.

QUESTIONNAIRE 5

Directions: Read each statement below. Do you agree with the statement? If so, place a check (✓) in the **I Agree** column. If you disagree, place a check (✓) in the **I Disagree** column. If you are unsure, place a check (✓) in the **I Don't Know** column.

		I Agree	I Don't Know	I Disagree	
1.	I try to do well in school.	( )	( )	( )	
2.	I am a good person.	( )	( )	( )	
3.	I think before I act.	( )	( )	( )	
4.	Teachers do not think I am a troublemaker.	( )	( )	( )	
5.	I am in good physical health.	( )	( )	( )	
6.	I am responsible for my own behavior.	( )	( )	( )	
7.	I ask for help when I don't understand an assignment.	( )	( )	( )	
8.	I am able to do things as well as most people.	( )	( )	( )	
9.	I get good grades when I study.	( )	( )	( )	
10.	My parents know where I am and what I do.	( )	( )	( )	
11.	One adult in my home has a job.	( )	( )	( )	
12.	I'm not bothered by family problems.	( )	( )	( )	

Now.

Count the checks in each column.
Write the column totals on the **TOTAL** line. _____ | _____ | _____

PART 5: AUTONOMY

ANALYSIS

Look at your answers to Part 5. They tell you about the way you accept responsibility. They tell you about your ability to take control of the situations in your life.

Accepting responsibility is an important part of success. So is making good choices. This section will help you learn how to make choices that will lead you to success.

Look at the total number of "I Agree"checks in Part 5. The higher the total, the closer you are to reaching your potential for success. For example, a total of 10 "I Agrees" means you are doing well. You are reaching your potential for success. You are showing *autonomy*.

What is autonomy?

Autonomy means having a sense of independence. It means having a feeling that you have control over how you will live your life. It means that you know you have choices in life. It means that you can decide which choices are best for you.

Have you thought about what it means to take control of your life? The key words in this question are *your life*, not *life*. No one has control over what happens to him or her in life. However, he or she does have control over his or her actions and feelings. For example:

> John was in a car accident. His legs were permanently injured. He cannot walk. John has no control over what happened to him. He does have control over the way he deals with what happened to him. He can make choices about how to live with his problem. He can decide to—
>
> (1) use a wheelchair to get around,
> (2) use his mind to learn,

(3) choose a career he can do well in and enjoy,
(4) make friends,
(5) enjoy seeing, hearing, talking, and so forth.

You can make choices about the situations in your life too. The kinds of choices you make will determine your success.

DISCUSSION

Statement 1:

Look at the first statement on Questionnaire 5. It says, "I try to do well in school." Trying is important. However, what does "trying" mean? What if you are trying but aren't doing well? You need to look at the facts about yourself.

What are they? Do you get poor grades in math? in English? Will you continue to get poor grades? Only you are in charge of what you will do. If you aren't trying to do well, you can make the decision to study. If you are trying, you have to find out why you are not doing well. If you have a learning problem, you must admit it. It is a fact. It doesn't mean that you can't learn. You just need to find out how you can learn more easily. You need to ask for help.

Autonomy also requires that you be honest with yourself. You must recognize that you are making choices about your actions.

Read the situation below. It describes how John is "trying to do well in school." When you have read the situation, try to answer the questions that follow. Discuss the questions with your classmates. Then read the analysis.

Situation:

> John is a seventh-grade student. He says, "I can't help cheating on exams. I try, but when I see Susan's answer sheet, I copy the answers. I know Susan gets better grades than I. I am tempted by her answer sheet. I can't help cheating."

Questions:

Does John have control over his actions?
Does John think he has control over his actions?
How does John feel about himself?
What is really tempting John?
Is John taking responsibility for his actions?

Analysis:

Certainly John has control over his actions. He can either cheat or not cheat. However, John doesn't think he has control. He says, "I can't help cheating." John needs to face the fact that he is cheating. Then he needs to ask himself "Why?"

If John were to be honest with himself, he might realize that he cheats because he feels unsure of his math skills and his image. John wants to do well. He wants to be recognized (by his teacher at least) as being a good student. However, John knows he is not as good a student as Susan. He knows this but he doesn't want his teacher to know this. So, John cheats.

Recognition is one of the things tempting John, not Susan's answer sheet. John is avoiding his responsibility for feeling good about himself. Getting good grades must be important to John. If so, he needs to spend time and effort on his studies. He may need to ask for help. Then, as he understands math better, he will do better on the tests.

When John does his best on his own, he will be able to feel better about himself. Susan and her answer sheet cannot help John feel better about himself. Only John can do this. He must come to recognize that he has control over how he will perform on tests. He must take the responsibility for making choices that will help him. For example, John could spend more time studying. He could get outside help from a tutor. He could go to the library to study if it is noisy at home. John will have to decide how he will take control over his situation.

Discuss each of the statements in Part 5 with your classmates and teacher. Listen carefully to the discussion about the statements you checked "I Disagree."

Use the following questions to guide your discussion.

1. Why did you check the statement that you did?

2. What problems do you have because of each statement that you checked "I Disagree?"

3. What are your responsibilities in solving the problem?

4. What choices do you have about what you can do?

5. Who can help you think of other choices?
   Teacher? Counselor?
   Parent?
   Relative?
   Friend?

Talk about these points with your classmates and teacher. Learn how they have learned to be more successful in their efforts to take control of their lives. Learn what people have helped them.

PLAN

It is helpful to know that no one has control over all situations in life. Sometimes people have learning problems. Sometimes they have other problems, such as weight problems. Problems are a part of life. How we respond to them is our choice. We just need to take responsibility for dealing with our problems.

Think of a problem that you face. Think about some choices you have in dealing with the problem. Follow the steps to decision making. They are as follows:

Step 1. Identify the Problem

What is the problem?
What are your feelings?
What are your actions?
What condition or situation do you have to deal with?

Step 2. Gather facts

What do you know about the situation?
What do you know about yourself?

Step 3. Identify the Choices

What choices do you think you have?
Who can tell you about other choices?

Step 4. Weigh the Choices

What are the benefits of each choice?
What are the drawbacks of each choice?
How will each choice help you?

Step 5. Make a Choice

Which choice or choices will help you to succeed?

ANOTHER LOOK

SUPPORT

You have just looked at five characteristics that affect your potential for success:

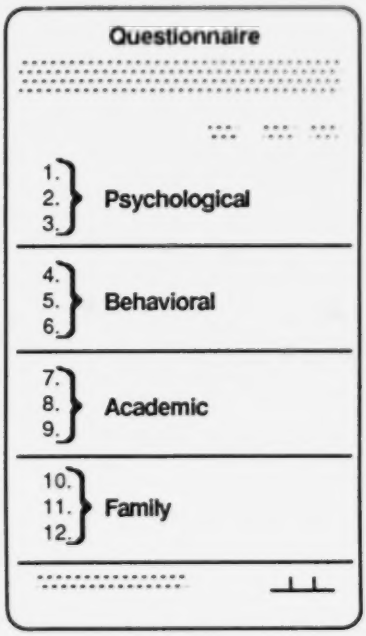
Attitude
Aspirations
Achievements
Activities
Autonomy

You have discussed these characteristics with other students and your teacher. You have learned why they are important. You have learned how they can lead you to succeed. You have made some plans.

Is there anything more you can do to help you succeed? Is there one special area you need to work on or that you need help with?

To find out, get your 5 questionnaires. Look at the four sections on each page. The sections are separated from each other by a single line drawn across the page. The statements in each section have to do with one of four factors that can affect your ability to succeed. The four factors for the sections are as follows:

Section	Factor
Statements 1-3	Psychologdical
Statements 4-6	Behavioral
Statements 7-9	Academic
Statements 10-12	Family



What is meant by each of these factors?

Psychological means the way you feel about yourself, about other people, about school.

Behavioral means the way you act, the things you do.

Academic means the way you learn, the way you show what you have learned.

Family means the way your family lives and acts.

Do you need help in any of these areas?

To find out, count the number of "I Agrees" you checked in the first section of each page of your questionnaires. Count the number of "I Agrees" you checked for all the number 1, 2, and 3 statements on each of the five pages. Write this total in the box for this section on the Part 5 page of the questionnaire.

Total the number of "I Agrees" you checked for all the number 4, 5, and 6 statements next. Write that total in the box for section 2 on the Part 5 page of the questionnaire.

Total the number of "I Agrees" you checked for all the number 7, 8, and 9 statements. Write the total in the section 3 box on the Part 5 page of the questionnaire.

Total the number of "I Agrees" you checked for all the number 10, 11, and 12 statements. Write that total on the Part 5 page in the box for the last section.

When you have the four totals on the Part 5 page, find the lowest total. Circle that total.

Next, find the factor for the section of your circled total.

Part	**Factor**
1	Psychological
2	Behavioral
3	Academic
4	Family

Knowing what this factor is should be helpful to you. It tells you where you need the most help.

For example, if your circled total is in the third section. You need most help with your *Academics.*

What if *Behavioral* has the lowest total? You need help to improve your behavior.

This is the time for you to get help. Talk with someone at school. Make an appointment with a teacher or counselor. Talk with that person about the trouble you are having. Ask where you can get help.

Remember, nothing you say will be new to a teacher or counselor. They have talked with many young people. They know how to help you solve the problems you face. You do not need to solve your problems alone. There are many people and programs to help you.

Act now. Take steps to help yourself. Remember that you have control over your actions. You can make your school years more fun and more rewarding. You can succeed if you try. It is up to you.

SECTION B: EXPERIENCES

THE JOB: SECRETARIAL

AN INTERVIEW WITH DEBBIE:

Did you decide to become a secretary when you were in high school?

In high school? No, not me! I had no idea then about what I wanted to be . . . what job I might like. I just thought about high school things. But then it came time for me to graduate. That is when I started to think about what I'd do.

You could say that I kind of fell into secretarial work. My mom was a secretary and I knew she liked her job. Also, I had really liked typing class in high school. So, secretarial work seemed a natural choice for me. The problem was I didn't have the skills to get a secretarial job. My mom suggested I sign up for the secretarial program at Columbus Technical Institute. So, I did. After I graduated, I got this job at OSU. I've been there for eight years.

Do you like your job?

I like my job a lot. Mostly I type on the word processor. But I also file and xerox papers. I order office supplies. I answer the phones. I make travel arrangements for my boss. If I think I have too much to do in one day, I talk about it with my boss. Then she decides what I should do first. It is usually the typing. When I finish the work, I feel good. I feel like I have accomplished something. I take pride in the work I do.

What else do you like about your job?

I like the fact that I never have to wonder what I should do next. My boss makes those decisions. I like that. Also, I rarely have to work late. When I leave the office, I forget about my work until the next day. I start to think about my family. I do things with my husband, daughter, and friends. My personal life is important to me.

What skills do you need?

Well, typing skills for sure. And word processor skills. However, I also need to know grammar, sentence structure, and spelling. My boss sometimes asks me to compose a letter for her. I could never do that without good English skills. I also need to be able to get along with other people. There are a lot of people in my office. Not all of them are easy to get along with. A sense of humor helps. Being sensitive to their feelings also helps. And a smile does wonders.

Is there a skill that you lack?

Funny you should ask. The fact is, I don't type numbers very well. I make more mistakes than I would like to admit. This is a problem because I have to type a lot of number charts. So, I am trying to improve that skill. I have been spending 15 minutes every lunch hour typing numbers. I can tell I am getting better at it.

What do you think you will be doing 5 years from now?

The same thing, I hope. I may have to learn how to use other kinds of word processors someday. However, I don't expect my work tasks to change much.

QUESTIONS:

Read the following questions. Then, look over the information in the interview to find the answers. Write the answers on a separate sheet of paper.

1. What schooling has Debbie completed?

2. What tasks does Debbie perform?

3. What skills does Debbie use in her work? List basic skills like English and math. List vocational skills like typing. List employability skills like following instructions.

DISCUSSION:

As a class, discuss your answers to the questions above. Then discuss the questions that follow:

1. What skills did Debbie learn in school that have helped her in her job? How do you think you would use similar skills in jobs that interest you?

2. What skills does Debbie wish she had learned? What skills do you wish you had today?

3. What does Debbie like best about her job? Least about her job? What tasks do you like? Dislike?

4. What are Debbie's career goals? What type of career might you like to have?

5. How might further schooling help Debbie? What courses might help you to decide on a career?

THE JOB: ELECTRONICS

AN INTERVIEW WITH VINCE:

Did you think you would work in electronics when you were in high school?

Not at all. I just put in my time in high school. I took a general course of study. I didn't take any vocational courses. I had no idea what I would do after high school. Once I graduated, I realized I would have to get a job. I didn't want to go to college.

My dad helped me get a job in a factory. That job was hard work! I had to lift 20 pound cylinders and put them into special ovens. When the cylinders were hot, I'd take them out. It was so hot near those ovens. And it was summer when I worked there. I had a hard time with the heat. Also, the cylinders got heavier to me as the day went on. It didn't take me long to realize I didn't want to do that job the rest of my life.

The problem with a job change was that I didn't have the skills to do anything more interesting. So, I decided to go back to school. I had become interested in electronics. So, I enrolled in a technical institute. After I graduated, I got this job.

I work for a communication network. I analyze and monitor the electronic work. I use computer software to do this.

What skills do you need?

Skills in electronics and in computer programming are crucial. I'm sorry I didn't have the chance to take more computer classes in high school. The other kids at the technical school had worked with computers before. I hadn't. That put me behind at first. I had to work hard to catch up with the other students.

Are there any other skills you need for your job?

I need skills in writing, English grammar, and sentence structure for sure. I think that everyone needs to have good basic skills in English, math, and science. In my job, I need to write reports and other documents. I need to write so that other people can understand what I have written. I also need to read and understand the technical information that I receive. It would be impossible to do this job without good basic adademic as well as vocational skills.

What do you plan to be doing 5 years from now?

I'm not sure. I really like what I'm doing now. It's always interesting. There is always some new problem to solve. But I might decide to do something else in the future. Trying something new doesn't scare me. I know I can go back to school and learn something else if I want to.

I might decide to go to college and get a Master's degree. I know I could do well because I did well in technical school. I studied a lot though. And it payed off. Now I have a good job and a good salary.

QUESTIONS:

Read the following questions. Then, look over the information in the interview to find the answers. Write the answers on a separate sheet of paper.

1. What schooling has Vince completed?

2. What tasks does Vince perform?

3. What skills does Vince use in his work? List basic skills like English and math. List vocational skills like typing. List employability skills like following instructions.

DISCUSSION:

As a class, discuss your answers to the questions above. Then discuss the questions that follow:

1. What skills did Vince learn in school that have helped him in his job? How do you think you would use similar skills in jobs that interest you?

2. What skills does Vince wish he had learned? What skills do you wish you had today?

3. What does Vince like best about his job? Least about his job? What tasks do you like? Dislike?

4. What are Vince's career goals? What type of career might you like to have?

5. How might further schooling help Vince? What courses might help you to decide on a career?

THE JOB: OFFICE CLERK

AN INTERVIEW WITH LESTER:

How did you choose the job of office clerk?

I didn't really choose it. The temporary employment agency chose it for me. I went to the agency and told them I wanted a job. They asked me about my education and work experience. Then they placed me on this job.

What is your education and work experience?

I dropped out of high school when I was a junior. I never liked school. I didn't like studying. It was too much work for me.

After I left school, I worked with my dad at a supply company. I joined the army after about a year. Since I got out of the army, I've had lots of different jobs. In fact, I've had seven or eight jobs before this one.

Do you like your job?

Yes, I really do. I sort the office mail. Then I deliver it to the people on staff. I also set up conference rooms. I arrange the tables and chairs. I set up the audio-visual equipment. I fill the supply orders that come from different departments of the company too. And I drive the company van to pick up and deliver mail and supplies.

What else do you like about your job?

I like doing different kinds of things—keeping busy. Also, I like getting out in the van to pick up the mail. I'd hate being cooped up in an office or at a desk all day.

What skills do you need in your job?

I need to be able to read in order to sort mail. I also need to know the alphabet so I can file. And I need to be able to drive.

What skills do you need to improve?

My math skills. I just do a little math in my job. But it is hard for me. I have to add the mail charges for each department. I used to make a lot of mistakes. Now I add the numbers three or four times. I keep adding each column until I get the same answer twice. Then, I figure the answer is right.

What do you think you will be doing 5 years from now?

I don't know. I'd like to retire but I'm only 28. I don't get paid much so I don't have any savings. If I lost this job, I'd have to find another one. I'd go back to the agency and ask them to help me again. I don't think I'll ever earn a lot of money.

QUESTIONS:

Read the following questions. Then, look over the information in the interview to find the answers. Write the answers on a separate sheet of paper.

1. What schooling has Lester completed?

2. What tasks does Lester perform?

3. What skills does Lester use in his work? List basic skills like English and math. List vocational skills like typing. List employability skills like following instructions.

DISCUSSION:

As a class, discuss your answers to the questions above. Then discuss the questions that follow:

1. What skills did Lester learn in school that have helped him in his job? How do you think you would use similar skills in jobs that interest you?

2. What skills does Lester wish he had learned? What skills do you wish you had today?

3. What does Lester like best about his job? Least about his job? What tasks do you like? Dislike?

4. What are Lester's career goals? What type of career might you like to have?

5. How might further schooling help Lester? What courses might help you to decide on a career?

THE JOB: AUTO MECHANIC

AN INTERVIEW WITH RONDA:

Did you know you wanted to be an auto mechanic when you were in high school?

Yes. I've known for a long time. I've always liked cars. I started working on my mom's car when I was 10 years old. I used to change the oil and add the windshield wiper fluid. My uncle owned a garage. As I got older, I would go over and watch him whenever I could. I learned a lot from him.

What do you like about your job?

I like working on engines the best. But I like a lot of other things too. My job is different every day. Yesterday I mounted and balanced new tires. I repaired a leak in an old tire. I greased the engine parts in a very old car. I had never worked on that model of car before. I had to read an old repair manual to learn what to do.

Is there anything else you like about your job?

Yes. I like talking with customers. Part of my job is to answer questions about cars. I always tell the customer what is wrong with the car before I fix it. Then I give the customer an estimate about what the work will cost.

What skills do you need?

I need to know how to replace automobile parts and to fix the parts that are broken. I learned how to do this at a vocational high school. I entered an auto mechanic apprentice program there. After I finished the training, I applied for this job and got it. I had gotten good grades in school so I'm sure that helped. Also, I had worked part-time in my uncle's garage for four years. Experience and education help when you apply for a good job.

Were you surprised by any of the tasks you are required to do in your work?

Yes. I was surprised that I had to compute the cost of repair. My uncle did that at his garage. However, my boss wants each of us to compute our own repair costs for customers. So, I need to find the cost of the replacement parts. Then I have to add my labor to the parts cost. This would be easy to do after the work was done. However, I have to give the customer the estimated cost before I begin work. I have to judge the amount of time I will spend fixing the car. If I spend more time than I thought, that causes a problem. I have to charge the customer more than I told him it would cost. Customers don't like to be surprised by more expenses.

What do you like least about your job?

Something I never would have guessed. The grease, oil, and harsh chemicals irritate my hands. I have to use a special lotion to protect them. Also, the garage can get very noisy as we mechanics work to repair cars. This noise really bothers me on days when I am tired. I don't stay out late when I know I have a lot of work to do the next day.

What do you think you will be doing 5 years from now?

Learning new things about cars. Every year, manufacturers think of new features to add to cars. These extras eventually break and I must know how to fix them. Our vocational schools offer special night courses for people who work during the day. This year I hope to take a course to learn how to rebuild a transmission.

QUESTIONS:

Read the following questions. Then look over the information in the interview to find the answers. Write the answers on a separate sheet of paper.

1. What schooling has Ronda completed?

2. What tasks does Ronda perform?

3. What skills does Ronda use in her work? List basic skills like English and math. List vocational skills like typing. List employability skills like following instructions.

DISCUSSION:

As a class, discuss your answers to the questions above. Then discuss the questions that follow:

1. What skills did Ronda learn in school that have helped her in her job? How do you think you would use similar skills in jobs that interest you?

2. What skills does Ronda wish she had learned? What skills do you wish you had today?

3. What does Ronda like best about her job? Least about her job? What tasks appeal to you? Why?
4. What are Ronda's career goals? What type of job might you like to have?
5. How might further schooling help Ronda? What courses might help you to decide on a career?

ACTIVITIES:

Interview three people who work in a job that appeals to you. Have them answer the same questions Debbie, Vince, Lester, and Ronda answered.

Make an appointment with your counselor. Explain the following:

1. The kinds of activities you enjoy.

2. The subjects that are most interesting to you.

3. Your ideas about the kind of work you might like.

Learn how the basic skills in math, English, and science are used in the jobs you like. Learn about the vocational courses you could take. Find out about any special programs the school offers that could help you prepare for a career.

Make a list of the courses you might take in the next 2 years. Ask the counselor to keep this list in your school files. Look at the list when you are ready to make up your course schedule.

SECTION C: SUCCESS

CHARACTER: AL

1. How would you describe Al?

2. Which classmates does Al . . .

   Like:

   Dislike:

3. How did Al act toward others?

4. What do you know about Al's behavior in school?

	Yes	No
Pays attention		
Asks questions in class		
Gets average or good grades		
Joins school clubs/sports		
Cuts classes		
Skips school		

CHARACTER: RALPH

1. How would you describe Ralph?

2. Which classmates does Ralph . . .

   Like:

   Dislike:

3. How did Ralph act toward others?

4. What do you know about Ralph's behavior in school?

	Yes	No
Pays attention		
Asks questions in class		
Gets average or good grades		
Joins school clubs/sports		
Cuts classes		
Skips school		

CHARACTER: DIANE

1. How would you describe Diane?

2. Which classmates does Diane . . .

   Like:

   Dislike:

3. How did Diane act toward others?

4. What do you know about Diane's behavior in school?

	Yes	No
Pays attention		
Asks questions in class		
Gets average or good grades		
Joins school clubs/sports		
Cuts classes		
Skips school		

CHARACTER: WARREN

1. How would you describe Warren?

2. Which classmates does Warren . . .

   Like:

   Dislike:

3. How did Warren act toward others?

4. What do you know about Warren's behavior in school?

	Yes	No
Pays attention		
Asks questions in class		
Gets average or good grades		
Joins school clubs/sports		
Cuts classes		
Skips school		

CHARACTER: ANNETTA

1 How would you describe Annetta?

2. Which classmates does Annetta . . .

Like:

Dislike:

3. How did Annetta act toward others?

4. What do you know about Annetta's behavior in school?

	Yes	No
Pays attention		
Asks questions in class		
Gets average or good grades		
Joins school clubs/sports		
Cuts classes		
Skips school		

CHARACTER: JULIE

1. How would you describe Julie?

2. Which classmates does Julie . . .

Like:

Dislike:

3. How did Julie act toward others?

4. What do you know about Julie's behavior in school?

	Yes	No
Pays attention		
Asks questions in class		
Gets average or good grades		
Joins school clubs/sports		
Cuts classes		
Skips school		

CHARACTER: OTIS

1. How would you describe Otis?

2. Which classmates does Otis

   Like:

   Dislike:

3. How did Otis act toward others?

4. What do you know about Otis's behavior in school?

	Yes	No
Pays attention		
Asks questions in class		
Gets average or good grades		
Joins school clubs/sports		
Cuts classes		
Skips school		

CHARACTER: MISS KOSKI

1. How would you describe Miss Koski?

2. Which student(s) does Miss Koski compliment?

3. How did Miss Koski act toward the class?

4. What does Miss Koski allow to happen while she is teaching?

DISCUSSION QUESTIONS

1. What behaviors led each student to be liked or disliked by other students?

2. What behaviors led each student to pass or fail the test?

WORKSHEET: AL
EPISODE NO. 1

SITUATION: WHAT IS HAPPENING?

What is Al doing in class during this episode? What did Al do in the first episode?

FACTS: WHAT DOES AL NEED TO KNOW?

What grade did Al get on his test?

Did Al hear Miss Koski tell students to see her if they need help?

How is Diane responding to Al?

How is Otis responding to Al?

CHOICES: WHAT CAN AL DO?

What choices did Al make today about . . .

- listening in class?
- asking questions?
- getting along with teachers?
- getting along with other students?

Do you think Al is aware that he made choices today?
Why? Why not?

How does Miss Koski's failure to command class attention give Al more choices?

What choice is Ralph presenting when he says he is going to make an appointment with Miss Koski and asks Al, "What about you?"

What choices can Al make about his future in-class behavior?

CONSEQUENCES: WHAT WILL HAPPEN IF . . . ?

What happened to Al as a result of the choices he made in the first episode?

What might happen to Al as a result of the choices he made today?

What might happen to Al if he makes other choices?

DECISION: WHAT SHOULD AL DO? What should Al do at this point? Why?

SITUATION: WHAT IS HAPPENING?

What is Warren talking about in the kitchen?

FACTS: WHAT DOES WARREN NEED TO KNOW?

What facts is Warren telling Ollie? about his dad? about moving?
How does Warren feel about moving?
Why is Warren working?

How many hours per week is Warren working?

Will working part-time really make it possible for Warren to stay in town if his parents move again?

CHOICES: WHAT CAN WARREN DO?

How could Warren's choice to work (and cut out of school early) affect his ability to do well in school?

Why does making the choice to work mean that Warren will have to give up something else, like after-school study time and football?

What other activities might Warren have to give up to work 25 hours a week? social activities? extracurricular activities?

What choices other than working parttime could enable Warren to stay in town if his parents move? Could he stay with a friend's family for example?

RAMIFICATIONS: WHAT WILL HAPPEN IF . . . ?

What might happen to Warren if he chooses to cut classes regularly in order to work?

What might happen to Warren as a result of other choices he might make?

DECISION: WHAT WILL WARREN DO?

What should Warren think about? What additional facts should he learn?

SITUATION: WHAT IS HAPPENING?

How is Diane relating to the other students? How is she acting to the girls in her group?

FACTS: WHAT DOES DIANE NEED TO KNOW?

Who has Diane chosen for friends? What other people are willing to be friends with Diane?

CHOICES: WHAT CAN DIANE DO?

What choices has Diane made in her friendships?

How has Diane made her choices known?

What other choices does Diane have?

RAMIFICATIONS: WHAT WILL HAPPEN IF . . . ?

What might happen if Diane continues to choose as friends girls who are out of school?

What might happen if Diane chooses to make new friends in school?

How might Diane's choices affect her interest in school? her outlook on school and school life?

DECISIONS: WHAT COULD DIANE DO?

What might Diane do if she wanted to make friends at school?

Where might Diane find out the kinds of school clubs and activities she could join?

SITUATION: WHAT IS HAPPENING?

What is Ralph's family doing? What is his mom doing? What is his dad doing? What is Ralph doing?

FACTS: WHAT DOES RALPH NEED TO KNOW?

What is the real problem in Ralph's home?

Who has the problem? Who has to live with the person who has the problem?

How does Ralph's absence from school create a new problem . . . for himself? for his mom? for his dad?

CHOICES: WHAT CAN RALPH DO?

Who could Ralph ask to help him find solutions to his home problems?

Where could Ralph go to learn how to live with a parent who is an alcoholic?

What could Ralph do to get away from home?

RAMIFICATIONS: WHAT WILL HAPPEN IF . . . ?

What might happen if Ralph tells his counselor or a favorite teacher about his home problems?

What might happen if Ralph attends Al-A-Teen meetings which are for children of alcoholics?

What might happen if Ralph takes his mom to an Al-Anon meeting for wives of alcoholics?

What might happen if Ralph and his mom tell his dad about help he can get?

What might happen if Ralph (and his mother) talk to a priest or minister in their church?

What might happen if Ralph joins the street gang?

DECISION: WHAT WILL RALPH DO?

What should Ralph do tomorrow?

WORKSHEET: AL
EPISODE NO. 2

SITUATION: WHAT IS HAPPENING?

What help is Al receiving? Who is trying to help Al?

FACTS: WHAT DOES AL NEED TO KNOW?

What happened to Al because he misbehaved in class?

What grades is Al getting in his classes?

What choices did Al make in the last episode to make these facts become real?

CHOICES: WHAT CAN AL DO?

What choices does Al have today? How could he become more interested in English? Who could help Al? Who might Al be able to help?

RAMIFICATIONS: WHAT WILL HAPPEN IF . . . ?

What might happen to Al as a result of each of his choices?

How might getting help enable Al to do better in English class?

How might helping someone learn pool help Al to feel more important?

DECISION: WHAT WILL AL DO?

What should Al do at this point? Why?

SITUATION: WHAT IS HAPPENING?

What is Warren talking about with Diane?

FACTS: WHAT DOES WARREN NEED TO KNOW?

What are some facts about Warren's course of study in high school? about his career plans? Where can Warren learn the benefits of taking a general course of study? the benefits of taking a vocational curriculum? the benefits of taking a college-prep curriculum? the possibility of combining a college-prep and vocational curricula?

CHOICES: WHAT CAN WARREN DO?

What choices does Warren have in preparing for a career?

Who could Warren talk with? Where could Warren go for help?

RAMIFICATIONS: WHAT WILL HAPPEN IF . . . ?

What might happen to Warren if he does nothing about making career plans?

What might happen to Warren if he gets career counseling and advice?

DECISIONS: WHAT WILL WARREN DO?

What should Warren do now? Why?

SITUATION: WHAT IS HAPPENING?

What is Diane saying she wants? How does Diane think she will get what she wants?
What does Lucy want? How does Lucy think she will get what she wants?
Who is talking about her feelings and needs first, Lucy or Diane?

FACTS: WHAT DOES DIANE NEED TO KNOW?

How realistic is Diane's goal of "being taken care of?"
How can Diane be sure someone will be able to take care of her?
What will Diane have to do to be able to take care of herself?
Could Lucy be influencing Diane?

CHOICES: WHAT CHOICES DOES DIANE HAVE?

What choices does Diane have about what she does and how she acts with Warren? For example, what plans could Diane make for her evening with Warren? Where could they meet other than her apartment when Diane's mother is out? If they do meet in the apartment, what could they do so that sex will not become an issue? For example, they could bake cookies for someone who lives alone or for Warren's younger brothers and sisters. They could play cards. They could work on a puzzle.

What choice does Diane say she has made about sleeping with Warren?

What choices has Diane made about birth control?

What new choices might Diane have to make if she chooses to encourage Warren's affection?

RAMIFICATIONS: WHAT WILL HAPPEN IF . . . ?

What might happen if Diane makes plans for herself and Warren to do something like bake cookies tonight?

What might happen if Diane encourages Warren's affection? What might happen if Diane doesn't know how to say "No" if she and Warren become too affectionate?

DECISIONS: WHAT WILL DIANE DO?

What decisions should Diane make before Warren arrives?

Why is important for Diane to make some plans and decisions before Warren arrives?

SITUATION: WHAT IS HAPPENING?

What is Ralph doing today? Why isn't he in school?

FACTS: WHAT DOES RALPH NEED TO KNOW?

What is Ralph saying about his attendance at school?

What facts is Ralph telling about his family? his sister? his father?

What do Ralph's friends do during the day? at night?

What mechanical skills does Ralph have?

CHOICES: WHAT CAN RALPH DO?

Who could Ralph ask for help in dealing with his family problems? his problems with school?

Who could Ralph ask for advice in selecting courses?

What kinds of courses might Ralph consider taking to develop his mechanical skill?

What choices can Ralph make about school attendance?

What choices can Ralph make about the friends he associates with?

RAMIFICATIONS: WHAT WILL HAPPEN IF . . . ?

What might happen if Ralph continues to cut classes or skip school?

What might happen if Ralph finds a teacher or counselor he could talk to about his problems?

What might happen if Ralph enrolls in courses that are interesting to him? What might happen if Ralph joins the street gang?

DECISION: WHAT WILL RALPH DO?

What should Ralph do about his school attendance? about finding some purpose or meaning in schooling? about getting help?

SITUATION: WHAT IS HAPPENING?

What is Al thinking about today? How does he see his future?

Why might Al think that, if he hasn't learned to read and write by 18, he will never learn?

FACTS: WHAT DOES AL NEED TO KNOW?

What facts has Al learned about getting a job?

What skills does Al lack?

Will Al be able to get a job if he drops out of school?

What facts did Al consider when making the decision to refuse tutoring?

What facts should he have considered?

CHOICES: WHAT CAN AL DO?

How can Al take control of what will happen to him?

Where can Al go for help? What are Al's choices today?

RAMIFICATIONS: WHAT WILL HAPPEN IF . . . ?

What might happen to Al if he seeks help?

What might happen to Al if he drops out of school?

What might happen if Al decides he can never learn to read or write?

DECISION: WHAT WILL AL DO?

What should Al do now? What responsibility does Al have to prepare himself for the future? Why?

How will Al's decision affect other people in his life? his current family? a wife and children, the possibility of marriage in the future? the kinds of friends he has?

Where can Al go for advice and support in improving his basic skills?

SITUATION: WHAT IS HAPPENING?

What is on Warren's mind today?

What is Warren talking about?

Who is Warren talking to?

FACTS: WHAT DOES WARREN NEED TO KNOW?

What has Warren learned about his dad?

What has Warren learned about his own needs? For example, is buying a car Warren's only need?

Where can Warren go to learn about various occupations?

CHOICES: WHAT CAN WARREN DO?

What choices did Warren make in this scene? (Who did he talk with?)

What choices can Warren make now?

RAMIFICATIONS: WHAT WILL HAPPEN IF . . . ?

What might happen to Warren if he chooses to talk to the counselor?

What might happen to Warren if he accepts his dad's offer to talk to the counselor with him? How might this make him feel closer to his dad?

What might happen if Warren chooses to do nothing?

DECISION: WHAT WILL WARREN DO?

What should Warren do now? What responsibility does Warren have to prepare himself for the future?

How might Warren's decision affect his ability to get a good paying job?

Where can Warren go for advice and help in career planning?

SITUATION: WHAT IS HAPPENING?

What is going on in this scene?

Is Diane aware of what is happening? Is Warren?

Do they both think the same thing is happening?

What is Warren asking Diane?

FACTS: WHAT DOES DIANE NEED TO KNOW?

What facts might Diane want or need to know about her own intention? about Warren's intentions? about Warren's commitment? about birth control? about the incidence of teenage pregnancies? about ways to give the "no" message?

CHOICES: WHAT CHOICES DOES DIANE HAVE?

How can Diane take control of the situation?

What could Diane do now?

What might Diane say?

RAMIFICATIONS: WHAT WILL HAPPEN IF . . .?

What might happen as a result of each choice?

How might each choice affect Diane's ability to continue in school? get a job? enjoy life?

How might each choice affect Warren's ability to continue his education? get a job? enjoy life?

DECISION: WHAT WILL DIANE DO?

What should Diane do now? What responsibility does Diane have to think of the future? Where could Diane go for help in learning how to avoid or deal with situations like this?

How might Diane's decision affect other people in her life? her mother? her friends?

How might Diane's decision affect Warren's life? What responsibility does Warren have in this situation?

SITUATION: WHAT IS HAPPENING?

What trouble is Ralph having with school?

FACTS: WHAT DOES RALPH NEED TO KNOW?

Why is Ralph thinking about dropping out of school?

How does Ralph feel about sitting in class all day?

What does Ralph know about the co-op program or other alternatives to the 8 a.m. to 3 p.m. school day?

From whom is Ralph getting his facts about jobs and employment?

CHOICES: WHAT CAN RALPH DO?

What choices did Ralph make since the last episode?

Who was Ralph surprised to see at the Al-A-Teen meetings?

What could Ralph do to learn about the co-op program? about other alternatives to the 8 a.m. to 3 p.m. school day?

Where could Ralph learn more facts about jobs and job hiring practices in the community?

RAMIFICATIONS: WHAT WILL HAPPEN IF . . . ?

What might happen if Ralph drops out of school?

What might happen if Ralph enrolls in a co-operative education program? finds another alternative to the 8 a.m. to 3 p.m. school day?

What might happen if Ralph finds out the kinds of jobs employers are seeking to fill?

What might happen if Ralph finds out the kinds of skills employers want their employees to have?

DECISION: WHAT WILL RALPH DO?

What should Ralph do now?

How can Ralph take control of his own life?

How can he prepare himself for future employment?

How will Ralph's decision affect his ability to support himself through honest work?

How will Ralph's decision affect others in his life . . . like his mother?

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